

Horsford Pre-School Playgroup

Inspection report for early years provision

Unique reference number	254125
Inspection date	08/03/2012
Inspector	Glenda Field

Setting address	Horsford Village Hall, Holt Road, Horsford, NORWICH, Norfolk, NR10 3DN
Telephone number	01603 890811
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Horsford Pre-school Playgroup opened in 1968. It is run by a committee of parents and carers and operates from two rooms within the village hall in Horsford, a large village to the north of Norwich. The pre-school mainly serves the local area.

A maximum of 34 children may attend the pre-school at any one time. The group is open each weekday from 9am to 3pm during term time only. Children attend for a variety of sessions. All children share access to a secure, enclosed outdoor play area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children may attend the setting at any one time. There are currently 60 children aged from two to under five years on roll. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The pre-school employs 12 staff; of these six hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the wide range of activities and experiences and achieve well. There are strong links with parents and carers and the local primary school and information is shared very effectively. Children behave well and all are included in indoor and outdoor activities. The management committee and staff have a good knowledge of the strengths and areas for development. They demonstrate a strong capacity for future improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop role play activities to include opportunities to enable children to mark make and use number; this particularly refers to the post office role play
- attempt to obtain agreement from the building's owners for children to have safe access to the outdoor area, to enable them to enjoy and benefit from free-flow play from the inside to the outside.

The effectiveness of leadership and management of the early years provision

Children's safety is protected well because staff have a good understanding of safeguarding and child protection procedures. They ensure that clear, comprehensive policies, procedures and documentation are in place. Risk assessments are carried out daily to ensure the environment is kept safe, and

these checks are carefully recorded. Parents and carers follow rigorous procedures when dropping off and collecting their children. Staff are deployed effectively, both outdoors and indoors, to keep children safe. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine, and visitors to the setting are informed of the evacuation procedure to be followed in an emergency. Children have access to a good range of equipment and resources that are well maintained and suitable for their age. There are robust staff recruitment and vetting procedures in place to make sure all those having contact with the children are suitable.

The setting is well led and managed. There are good self-evaluation systems in place which ensure that improvements have a positive impact on the children's experiences. The committee and staff value the views of parents and children and take these into consideration when identifying future activities and developments. Good progress has been made since the previous inspection in promoting children's health and hygiene monitoring, risk assessing the outdoor equipment and increasing children's awareness of number and letters and sounds. Staff make effective use of a good range of resources to meet most of the children's needs. However, resources made available to children in some role play scenarios, for example the post office, are limited. Thus restricting children's enjoyment of the activity. Also, the outdoor area is not currently freely available for children to enjoy free-flow play from the inside to the outdoor play area as there is no safe pathway to the outdoor area for children to negotiate themselves. Staff promote equality and diversity well and make sure children are integrated into all activities. They provide good support for children with special educational needs and/or disabilities to enable them to make similar progress to their peers. There are regular appraisals of staff and they work hard to enhance their existing qualifications and expertise.

Partnerships with parents and carers are good. Feedback from parents indicates that staff are very approachable, friendly and caring, and they appreciate the feedback on how their children are progressing. Many are pleased with the meetings that are arranged with their child's key worker for their convenience, making comments such as 'pleased that daddy could come and see and hear what goes on'. They are kept well informed of events and fundraising activities through newsletters, informal discussions and the parents' notice board. The relationship with the local school is good. Information is shared very effectively with the teachers who visit the setting. Children also benefit from making visits to the school to ensure a smooth transition into full-time education. The pre-school liaises with other providers delivering the Early Years Foundation Stage that children attend to ensure continuity of care and learning. Staff have developed effective links with outside agencies who help them to support children with special educational needs and/or disabilities.

The quality and standards of the early years provision and outcomes for children

Children benefit from being cared for in a welcoming, inclusive and stimulating environment. Activities are well planned and organised and children achieve well.

Staff value children's views and ideas and incorporate these into their planning and selection of activities. They make full use of planning and evaluation to plan the children's next steps in learning. Children are well behaved because staff are very good role models with high expectations and a consistent approach to managing their behaviour. Children develop good self-esteem and respect the rules and boundaries. They share their resources with one another as they play and tidy away their toys sensibly.

Children have a good understanding of keeping themselves healthy. They learn to make healthy choices at snack time and their physical skills are developed well as they skilfully ride their pedalled vehicles. Children have a good understanding of keeping themselves and others safe. They practise their road safety skills when taking walks in the community and benefit from talks on safety from the police and fire services.

Children enjoy their experiences and achieve well. They develop their creative skills well through painting, collage activities and model making. They use their imagination well as they make a 'banana squasher', using large cardboard boxes which they tape together using sticky tape, and complete the project by cutting holes in the box to enable the squashed fruit to drain out. They readily identify two-dimensional shapes inside and outside. Songs sung at whole group time help them to practise their counting skills. Their communication, language and literacy skills are developed through various role play opportunities. Children enjoy mark making in cornflour and sand and many can form letters, and some of the older children can write their own names neatly. Overall, children are prepared well for future learning experiences and life outside the school day.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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